

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California 93407
ACADEMIC SENATE

Academic Senate
Executive Committee Agenda
May 27, 1993
11-210 3:00-5:00 p.m.

<u>Member</u>	<u>Dept</u>	<u>Member</u>	<u>Dept</u>
Andre, Barbara	StL&Actvs	Murphy, James	IndTech
Andrews, Charles	Actg	Mori, Barbara	SocSci
Brown, Ronald	Physics	Russell, Craig (Secty)	Music
Dana, Charles	CompSci	Vilkitis, James	NRM
Gamble, Lynne (VC)	Library	Wilson, Jack (C)	MechEngr
Gooden, Reginald	PoliSci	Copies: Warren Baker	
Johnston, Harold	ConstMgt	Glenn Irvin	
Kersten, Timothy	Economics	Patricia Mulligan	
Koob, Robert	VPAA	Howard West	
Mueller, Wesley	CropSci		

*5.20.93
minutes were
renewed*

- I. Minutes: Approval of the May 20, 1993 Executive Committee minutes (pp. 2-4).
- II. Communication(s) and Announcement(s):
- III. Reports:
 - A. Academic Senate Chair
 - B. President's Office
 - C. Vice President for Academic Affairs' Office
 - D. Statewide Senators
- IV. Consent Agenda:
- V. Business Item(s):
 - A. Refinement of budget recommendations to the Academic Senate (pp. 5-9).
 - B. Construction Management request to postpone department review (pp. 10-12).
 - C. Selection of programs for review by the Program Review and Improvement Committee.
 - D. Summer consultative committee for possible budget reductions.
 - E. Resolution on College Requirement for Academic Senate Officers (p. 13).
 - F. Limitations of University Supplied Data-Carnegie (pp. 14-16).
 - G. Election of Program Review and Improvement Committee at-large member: nominees received from JIM BERMANN (AgEngr), DAN BERTOZZI (BusAdm), DENNIS NULMAN (UCTE), and RICHARD SHAFFER (SocSci).
 - H. Summer Address Questionnaire (p. 17).
- VI. Discussion:
- VII. Adjournment:

ATTENTION ALL CAUCUS CHAIRS: THE TIME LINE FOR SUBMITTING NEXT YEAR'S COMMITTEE SELECTIONS IS VERY OVERDUE. PLEASE BRING YOUR CAUCUS' SELECTIONS, IN WRITING, TO THIS MEETING. THANK YOU.

Adopted:

ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California

AS- -93/
RESOLUTION ON
ACADEMIC SENATE RECOMMENDATIONS
FOR ACCOMMODATING IMMEDIATE BUDGET REDUCTIONS

- RESOLVED: That the Academic Senate approve the attached recommendations for accommodating immediate budget reductions; and, be it further
- RESOLVED: That the attached recommendations be forwarded to President Baker for his review and consideration.

Proposed By: Academic Senate
Executive Committee
March 9, 1993

March 9, 1993

**ACADEMIC SENATE RECOMMENDATIONS
FOR ACCOMMODATING IMMEDIATE BUDGET REDUCTIONS**

In planning for the expected 1993/94 budget shortfall, a 7.4+ percent overall reduction is anticipated for Cal Poly. In an effort to suggest ways of meeting this challenge, the following recommendations have been adopted by the Academic Senate. In proposing these recommendations, it is the concern of the Academic Senate that all efforts be made to maintain the integrity of classroom instruction at Cal Poly.

These recommendations are in addition to the reductions presently being identified by each divisional area of the university as necessary for meeting that area's portion of the across-the-board cuts.

RECOMMENDATIONS:

1. **Athletics:** reduce state funding to Athletics by 50 percent.
2. **Transportation Services:** reduce state funding to Transportation Services by 100 percent.
3. **University Relations and Development:** reduce state funding to University Relations and Development by 100 percent.
4. **Student Affairs:**
 - A. more student services to be fee-based;
 - B. reduce the number of administrators in Student Affairs;
5. **Administration:** reduce the number of positions at the director's level and above with the exception of college deans.
6. **Computing Services:**

We are concerned with the cost of central computing services provided by Information Services. We request that the IACC and IRMPPC report to the Academic on: (1) what are the essential computing functions on campus; and (2) recommend the most cost-effective ways of delivering those services.
7. **Remedial Courses:** remedial courses be offered through Extended Education.
8. **Faculty Consultation:** faculty to be consulted in each college on the question of total personnel costs versus O&E funds.

V. Business Items:

- A. Election of Academic Senate officers for the 1993-1994 term. The following individuals were elected, each by acclamation:

Chair: Jack Wilson
Vice Chair: Craig Russell
Secretary: Wendy Reynoso

- B. Resolution on Department Name Change Request for Physical Education. Andrea Brown gave a background statement for the requested change. John Harris asked if they should drop "Physical Education" entirely as part of the department name; why not just call it "Kinesiology"? A. Brown responded there are two reasons: 1) it is useful to retain "Physical Education" in the title to facilitate placement of graduates in high school programs, and 2) Cal Poly students would know better how to locate desired courses in the schedule of classes if they were still listed under "Physical Education." Reg Gooden asked if Physical Education had discussed the name change with Theater & Dance, since the field of dance appears to be related to the study of motion—kinesiology. A. Brown replied that they had not spoken directly with Dance. Gooden then moved (2nd by C. Andrews) to table the resolution until Theater & Dance could be consulted. After brief discussion, the motion to table failed. The resolution as submitted passed.

- C. Resolution on Academic Senate Recommendations for Accommodating Immediate Budget Reductions. Each point was discussed in turn.

1. **Athletics.** Marlin Vix stated that the Athletics Governing Board voted for a 10% reduction as opposed to the 50% as suggested in this resolution. John Harris asked how we arrived at the figure of 50%. Jack Wilson responded that it was an arbitrary number. M. Hanson asked if we can modify the figures if the budget outlook changes. Wilson answered that these are not binding resolutions that will be automatically implemented: they are only advisory.

2. **Transportation Services.** Hal Johnston stated this area has not been researched. C. Russell observed that this recommendation had come out of the clear blue at the Executive Committee meeting and had been suggested by a guest in attendance who was not a member of the committee. On the basis of a single anecdote that he related, the committee had then gone forward with his recommendation. Russell had done some further research and felt the 100% to be untenable and suggested deletion of this recommendation. Hannings moved (and it received a 2nd) that the recommendation be amended to read "25%" instead of "100%". The amendment passed.

J. Murphy then expressed concern over the way that these collective resolutions had been arrived at and voiced displeasure that we as a body "haven't done our homework." David Peach concurred stating that he had not received enough supporting information to explain *how* the recommendations had been justified. Without accurate information, he felt we could end up doing some real harm. Mark Shelton interjected that he could not support the recommendations either.

3. **University Relations**

4. **Student Affairs.** Barbara Andre stated that we just raised student fees—and now we're hitting the students again. Nicole Brown observed that a change to more fee-based services would have to be system-wide throughout the CSU and should not be done on one campus alone. Wendy Reynoso moved (2nd by J. Harris) to amend the resolution by deleting all of Item 4A. The amendment passed.

5. **Administration.** Mike Botwin moved (2nd by W. Reynoso) to amend item 5 by adding "that there be a moratorium on hiring for two years at the director's level and above with the exception of college deans." B. Mori offered the friendly amendment (which was accepted by Botwin) that the moratorium be reduced from two years to one. The amendment failed on a vote of 17 in favor to 18 against.
6. **Computing Services.** W. Mueller moved (2nd by G. Cook) that we bring in an outside review committee to evaluate computing on campus. Harris asked if we are truly incapable of evaluating our own programs on campus. Mueller responded that a report generated on this campus—regardless of its recommendations—would be perceived as being biased [and therefore there were advantages to having an outside team offer suggestions]. J. Murphy summarized his view that hiring an outside review committee would be spending money to see how we can save money. The amendment failed.
7. **Remedial Courses.** T. Hale stated that it was unfair to put remedial courses in Extended Education, because many students need to have a full load in order to receive financial aid, and Extended Ed courses do not count as part of a load. Students who required remedial work might be in jeopardy of losing their loans. Hale therefore moved (2nd by T. Bailey) to delete this recommendation. Mori, Gamble, Bailey, and Russell spoke in favor of striking the recommendation. To motion to delete passed.

8. Faculty Consultation.

Wes Mueller observed that we have spent enormous effort to establish a Program Review and Improvement Committee to evaluate academic programs. He felt it was imperative that other programs on campus also be subjected to periodic review. He then moved (2nd by Mori) that each area within Administration—as well as academic programs—be reviewed on a five-year cycle. John Connely stated it was not appropriate to add a fundamentally new item [such as Mueller's] to the list of recommendations; it should come forward as a separate resolution. The motion was withdrawn.

Considerable discussion then followed concerning the way the Executive Committee had arrived at its conclusions. Jack Wilson summarized how long the committee had met and gave a brief accounting of how deliberations were conducted. L. Gamble gave a thorough summary of each point and how each conclusion had come to the surface in the meetings. Many senators, however, expressed displeasure with the lack of supporting documentation or argumentation. They felt that the conclusions by themselves were insufficient and that the supporting logic and documentation were necessary if any recommendations were to be credible. After considerable debate, P. Fetzner moved (2nd by Andrews) to table the discussion until the next meeting and that we be supplied with the rationale for the recommendations before the next meeting of the Academic Senate. The motion passed.

- D. **Cal Poly Strategic Plan.** There were two resolutions distributed at the meeting: one came forward from the Executive Committee and one was offered by Wes Mueller. Since resolutions normally come forward through the Executive Committee, that resolution took precedence. B. Mori moved (2nd by D. Hannings) that we adopt the resolution put forward by the Executive Committee. W. Reynoso offered the amendment (2nd by D. Hannings) that the words "without further modification" be deleted from the first resolved clause. S. Lord expressed concern that that would open the resolution up for an endless string of amendments. C. Andrews echoed those sentiments: even though there are certain items that each of us would like to see changed, we would open up the process so that things could go on indefinitely. Mueller said his motion, if adopted, would *not* open the procedure for amendments. J. Vilkitis observed that the Strategic Plan will be a living document and will allow for change and alterations in the future. Mori agreed and elucidated that voting to send the Strategic Plan to the

Suggested Changes to AS Recommendations on The Budget

1. Athletics?
2. Delete
3. University Relations and Development: That ways be investigated to mitigate the increasing general fund support planned for University Relations and Develepment.
4. Student Affairs: Reduce the number of administrators
5. Administration: that further reduction in the number of MPP positions at levels III and IV, with the exception of college deans, be considered.
6. Computing Services: We are concerned with the cost of central computing services provided by Information Systems. We request that the IACC and IRMPFC report to the Academic Senate on: (1) what are the essential computing functions on campus; and (2) recommend the most cost-effective ways of delivering those services.
7. Faculty Consulation: faculty to be consulted in each college on the question of total personnel costs versus O&E funds.

-10-
RECEIVED

State of California

MAY 21 1993

Academic Senate

CAL POLY
San Luis Obispo
CA 93407

MEMORANDUM

TO: Jack Wilson, Chair
Academic Senate

Date: May 14, 1992

From: Charlie Andrews, Chair
PR&IC

Copies: P. Neel
J. Rodger
R. Koob

Subject: Construction Management Memo RE: Review of Program

Attached are two memos regarding a request from the Construction Management Department and the College of Architecture. These memos are requesting a postponement of the scheduled review of the Construction Management Program until the 1993-94 academic year.

Since the scheduling of the reviews are determined by the Academic Senate Executive Committee, I am referring these request to you for consideration by that body.

As I understand the situation, the department has submitted their self-study. That documentation could be made available to the PR&IC at this time. However, the department has not received decision of the accrediting body and it is reported to be at least two weeks before that report will be made to the department. The department then wants an opportunity to address any negative comments before being reviewed by the PR&IC.

Accreditation reports are a single source of information, from among a number of sources. You may recall the Committee recommended that in the future Committee reviews of accredited programs occur following receipt of the accreditation report. If this request is honored, it means the Construction Management Program must be added to the schedule for 1993-94. There was some concern on the part of committee members that this program may have been the only one nominated by the Dean of the College of Architecture for the current round of reviews and thus there will be no programs reviewed from the College of Architecture during the current year. Does this set a precedence for others to use to avoid review of identified programs in the future?

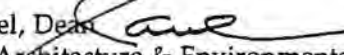
State of California

California Polytechnic State University
San Luis Obispo, CA 93407

M e m o r a n d u m

May 13, 1993

To: Charles Andrews, Chair
Program Review and Improvement Committee

From: Paul R. Neel, Dean 
College of Architecture & Environmental Design

Subject: Program Review for the Construction Management Department

Per attached memo from Construction Management Department Head, Jim Rodger, I am concurring with and forwarding his request for a postponement of the review of the Construction Management Department by the Academic Senate Program Review and Improvement Committee until next academic year.

Thank you for your consideration.

Attachment

AcadSenCMPost

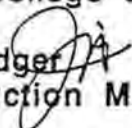
State of California

California Polytechnic State University
San Luis Obispo, CA 93407

Memorandum

May 13, 1993

To: Paul R. Neel
Dean, College of Architecture and Environmental Design

From: Jim Rodger 
Construction Management Department

Subject: Program Review for the Construction Management Department

I am requesting a postponement of the review of the Construction Management Department by the Academic Senate Program Review and Improvement Committee. We were scheduled to be reviewed during Spring Quarter. I am requesting this review be postponed until next academic year.

We had hoped that by this time we would have received comments from our recently completed American Council for Construction Education reaccreditation visit. These comments were to be the basis of our report to the PRIC. I have been assured by the ACCE national office that the report will be forthcoming in "about two weeks", well beyond the time that the PRIC can reasonably be expected to wait for our document to them. A postponement will give us ample time to respond to the ACCE document and formulate any remedial action plan, should one be necessary. It will also give us an opportunity to highlight the strengths of the program to the review committee.

We ask your concurrence and request you forward this to the Program Review and Improvement Committee chair Dr. Charles Andrews.

Adopted:

**ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California**

**AS- -93/
RESOLUTION ON
COLLEGE REQUIREMENT FOR ACADEMIC SENATE OFFICERS**

- WHEREAS, Article III, Section B of the current Bylaws to the Constitution of the Academic Senate states that each college is permitted to provide only one Academic Senate officer at a time; and
- WHEREAS, The Senate has unanimously elected a Vice Chair (Craig Russell) and a Secretary (Wendy Reynoso) from the same college for the 1993-1994 college year; therefore, be it
- RESOLVED: That the Academic Senate suspend the aforementioned eligibility requirement for the 1993-1994 college year.

Proposed by the Academic Senate
Executive Committee
May 27, 1993

-14-
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CAL POLY

San Luis Obispo
California 93407


Memorandum

MAY 14 1993

To : Jack Wilson, Chair
Academic Senate

Date : 12 May 1993

Copies : R. Koob
J. Jen
C. Andrews

From : 
E. J. Carnegie, Chair
Academic Senate Budget Committee

Subject : Limitations of University Supplied Data

Find attached a white paper entitled "Limitations of Standard Workload and Cost Data for Program Evaluations and Request for Faculty Suggestions on Measurement Tools prepared by the Academic Senate Budget Committee. It is the wish of the Academic Senate Budget Committee that this paper will receive campus wide distribution. It was our intent to assist campus personnel in understanding that limitations do exist on data obtained from various service areas and that care must be exercised when trying to utilize that data for purposes other than what it was originally intended.

The Academic Senate Budget Committee would also like to hear from the campus in general what type of data would be usefull in the future.

Academic Senate Budget Committee

Limitations of Standard Workload and Cost Data for Program Evaluations and Request for Faculty Suggestions on Measurement Tools

Various service areas in the university keep records about how resources are used, but these data are often not comparable--especially when it comes to utilization of faculty resources. For example, Payroll Services records how faculty were paid by the State of California, Faculty Affairs and Human Resources keep records on faculty workload (FAD), the budget office reports on how budgets are distributed to the colleges, and Fiscal Services uses financial accounts to record and classify how departments and colleges use their budgets. The following discussion demonstrates that these data are not always comparable because they are recorded for different reasons.

In addition to highlighting the limitations of these data bases, this paper serves as a way for the Academic Senate Budget Committee to solicit suggestions from faculty on possible quantitative measures (raw data, ratios, indices, statistics, etc.) that would be used as tools in program evaluations and comparisons. The idea is that these measures would be published periodically by the university for use by any faculty constituency to perform the following evaluations: 1) costs and workload for any given department over time; 2) costs and workload comparisons of departments within a college; and 3) costs and workload comparisons between colleges. Faculty suggestions on such measures should be sent to Ed Carnegie, Chair of the Academic Senate Budget Committee. These suggestions will be reviewed to see if there is a common set of measures of interest to faculty that could then be compiled and published, at least annually, by the university.

This past year the Academic Senate's Executive Committee and the Academic Senate Budget Committee have spent much time collecting and trying to understand how funds are distributed on this campus. One of the problems that we face is trying to get a "CORRECT ANSWER". The answer or the dollar amount will vary depending on who you ask and what question you ask.

If one is interested in determining a department's COST/SCU ratio, you may start out by asking payroll how much was expended by a department. This will yield a value that does not take into account where the funds came from but will list all expenditures to a faculty member. Let's take an example or two. Faculty member "A", full professor step 20, requests release time to work on a Foundation sponsored project. The project will reimburse the State for A's time. The department will then be able to employ a lecturer to cover the classes that faculty member A would have taught. This type of adjustment should see a positive difference in expenditure between the faculty member and the lecturer, which is good for the department, college and the university.

	Pay	Benefits	Total
Faculty member A	\$20,320.	\$6,085.	\$26,405.
Replacement Lecturer	\$11,174.	\$2,235.	\$13,409.
Total	\$31,494.	\$8,320.	\$39,814.

Payroll however will show both faculty member A and the lecturer as expenditures to the department for a total \$39,814. The actual expenditure for instruction should be \$13,409, which is the salary for the lecturer. This could result in a \$26,405 error or a single expense that is 2.97 times the actual expense. Now let's look at faculty member "B" who receives part of his/her salary from being a farm manager. Payroll however will show faculty member B's full pay being used by the department. This is not a true expense of the instructional program. The same situation applies to faculty members who receive release time to work for the Academic Senate, a college or the university. The next logical question is where do we go? The budget office can enumerate the total budget for a given area, but not how the funds will actually be spent. The accounting office is where actual expenses are traced and for the most part if the right question is asked you should receive a good answer.

When we look at department SCUs we find that we have various sources that produce different answers because they are based on different accounting modes. If you look at the report, Course Section by Prefix, you will only see the courses that carry a department's prefix for Fall, say 2460 SCUs. You will not see courses that a faculty member teaches for another department or college. If however you look at the report, Faculty Assignment by Department (FAD), for the same time period it will show 2605 SCUs or about a 6% difference. On the FAD report you will not see any reference to department classes that are taught by faculty members housed in another department. Both of these reports can lead to some false conclusions. When you divide two sets of data both with some built in errors you can either cancel out the errors or amplify them. A department that encourages faculty members to conduct research, bring in outside funds and teach in other departments can be penalized. Do we as a university want this to happen?

As this university moves toward greater independence from state funds we will see larger discrepancies within the existing accounting system. The new Human Resource System (HRS), may lead to a better understanding of what is taking place. We, who try to understand the differences between components of this campus need to realize that we have limitations in the exactness of the data and their ability to accurately represent what has taken place. At least part of the problem appears to be that many of these systems were not originally designed to do what we are now trying to do.

**CAL POLY
ACADEMIC SENATE**

SUMMER ADDRESS QUESTIONNAIRE

If you have not already done so, please complete the following and return to Margaret Camuso in the Academic Senate office (47-25H). This information is needed in order to contact you during the summer months if necessary.

NAME: _____

PERMANENT HOME ADDRESS: _____

HOME TELEPHONE #: _____

DEPARTMENT: _____

CAMPUS EXT: _____ OFC _____ DEPT _____

VACATION DATES: _____

May we contact you while on vacation?
If yes, phone #: _____

OTHER INFORMATION _____

Miss - Exec 5/27/93


CAL POLY

San Luis Obispo
California 93407

Memorandum

To : Jack Wilson, Chair
Academic Senate

Date : 19 May 1993

From : 
E. J. Carnegie, Chair
Academic Senate Budget Committee

Copies : T Bailey

Subject : Budget Implications from the Accounting Proposal

Four courses are to be dropped for 104 WTUs and two courses added as electives and two courses changed for a total of 102 WTUs. The net change is a drop of two WTUs. The Budget Committee sees no change in resource needs.

Memorandum

To : Jack Wilson, Chair
Academic Senate

Date : 19 May 1993

From : 
E. J. Carnegie, Chair
Academic Senate Budget Committee

Copies : T Bailey

Subject : Budget Implications from the Economics Department

The Economics proposal has some sever affects on the campus GE&B offerings and is going through change at this time. The Budget Committee will not make any recommendation at this time, but will wait until the Curriculum Committee has completed its review.

RECEIVED

CAL POLY

San Luis Obispo
California 93407

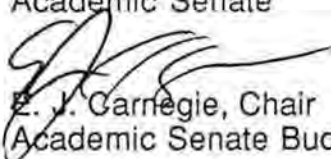
Memorandum

MAY 25 1993

Academic Senate

To : Jack Wilson, Chair
Academic Senate

Date : 12 May 1993

From :  E. J. Carnegie, Chair
Academic Senate Budget Committee

Copies : T Bailey

Subject : Budget Implications from the Management Department

The addition of one course is more than offset by the lowering of graduation requirements from 198 to 186 units. The Budget Committee sees no increase in resource needs.

S. Mina - Exec 5/27/93

Adopted:

**ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California**

**AS- -93/
RESOLUTION ON
ENGINEERING TECHNOLOGY AND ELECTRONIC ENGINEERING TECHNOLOGY**

- WHEREAS, The Academic Senate Executive Committee "recommends to the full Senate the receiving of the [Engineering Technology and Electronic Engineering Technology discontinuance committee] report and the endorsement of recommendation #2 of the committee's report"; therefore, be it
- RESOLVED: That the Academic Senate receive the report of the Engineering Technology and Electronic Engineering Technology discontinuance committee; and, be it further
- RESOLVED: That the Academic Senate endorse recommendation #2 of the report of the Engineering Technology and Electronic Engineering Technology discontinuance committee as follows:
2. If the Administration chooses not to follow the above recommendation, then it is recommended that it:
 - a. Plan an orderly phase-out that allows the present students to take their required technical classes over a period of three years (Fall 1992 through Spring 1995) without undue harassment.
 - b. Create a long-range course plan by June 1993 so that ET students can plan for registration.
 - c. Allow students to graduate with a program that continues to meet ABET standards.
 - d. Assist ET faculty in relocating to other Cal Poly departments where they are qualified to teach.
 - e. In case of future program discontinuances, every effort should be made to review the program prior to announcing discontinuation.

Proposed by the Academic Senate
Executive Committee
April 27, 1993

5/27/93
Sims - Exec Com
Adopted:

ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California

AS- -93/
RESOLUTION ON
CHARTER CAMPUS FOR CAL POLY

Background: Due to the continuing erosion of fiscal support for higher education and the effect this has on Cal Poly's academic and support programs, consideration for restructuring the university as a charter campus is presently being investigated. A charter campus structure would allow Cal Poly more autonomy in governing its direction and resources. In view of the growing demands being placed on the state's universities, creative approaches are needed to resist the deleterious effects posed by decreasing state support and increasing state legislation. The ability of the university to respond to the fiscal crisis is restrained by the overly centralized, highly bureaucratic system under which it strives. As a charter campus, Cal Poly would remain a state-funded institution but would be relatively free from the bureaucratic constraints in the use of these funds. In addition to helping remedy the restrictions imposed by decreasing state funds, a charter campus structure could also provide opportunities to develop new and innovative ways of delivering education.

WHEREAS, The unique nature of Cal Poly's academic programs and its reputation for distinctive teaching make it an appropriate campus to consider the special opportunities provided under a charter campus structure; and

WHEREAS, Cal Poly's self-design as a charter campus ~~would~~ could allow it to enhance its excellent reputation by gaining greater control over the quality of its programs, develop new and innovative ways to promote more learning, and create less burden for its faculty and staff ~~while increasing its enrollments to meet the growing needs of the state;~~ and

WHEREAS, The desire to consider the benefits of a charter campus have been impeded by faculty concern regarding the manner in which such planning and committee selections to develop this concept have taken place; and

WHEREAS, Protection of existing employee rights and benefits has not been assured in the deliberations regarding charter campus; therefore, be it

RESOLVED: ~~That there be appropriate and substantial faculty involvement in addressing the desirability of assuming charter status, in the development of policies regarding employee relations, compensation structure, working conditions, benefits, protection of rights, collective bargaining options, as well as the development of the campus' mission statement and academic master plan as a charter campus; and, be it further~~

RESOLVED: That there be appropriate and substantial faculty involvement in developing principles that would guide the policies of a charter university including principles that would address faculty welfare issues; and, be it further

RESOLVED: That current employee rights and benefits remain in effect under a charter campus design; and, be it further

- RESOLVED: That the charter campus model developed for Cal Poly establish its own internal governance; and, be it further
- RESOLVED: That the minutes of all charter campus committees and task groups be sent on a timely basis to the Academic Senate for viewing by faculty; and, be it further
- RESOLVED: That Cal Poly confer with the Academic Senate CSU in defining the concept of a charter campus throughout its deliberations; and, be it further
- RESOLVED: That the decision to restructure Cal Poly to a charter campus be made only after a positive recommendation has been received from Cal Poly's Academic Senate; and, be it further
- RESOLVED: If a positive recommendation has been received from the Academic Senate, that the final draft of the charter campus proposal for Cal Poly be submitted to a vote of the General Faculty and the vote be made on a section-by-section basis, each section requiring a majority of the votes before being sent to the Chancellor and Board of Trustees for approval.
- RESOLVED: That nothing stated herein is intended to preclude discussions which would result in improvements of the stated resolutions.

Proposed By the Academic Senate
Executive Committee
May 20, 1993
Revised May 27, 1993

IBM 3090-40E (present computer) and ES 7121-732 (proposed)

Scenario 1 - Purchase ES 9121-732

	year			
	93-94	94-95	95-96	96-97
purchase payment	\$650,000 (on 3090-400)	\$1,085,000 (on 9121-732)	\$1,085,000	\$1,085,000
Maintenance	\$150,000	\$76,302	\$141,372	\$149,982
power and cooling	\$150,000 (?)	\$31,744	\$32,696	\$34,688
		\$1,193,046	\$1,259,068	\$1,264,290
				\$35,728
				\$1,275,209

Scenario 2 keep 3090-40

purchase payment	650,000	1,200,000	0	0	0
Maintenance	150,000	177,571	177,571	177,571	177,571
power & cooling	130,000	136,500	143,325	150,491	158,016
	\$930,000	\$1,514,071	\$320,896	\$328,062	\$335,587
					\$165,916
					\$343,487

5/24/93

8 min - Exec 5/27/93

State of California

California Polytechnic State University
San Luis Obispo, CA 93407

Memorandum

To : Dr. Jack Wilson, Chair
Academic Senate

Date : May 27, 1993

File No. :

Copies : E. J. Carnegie
Tina Bailey
Craig Russell
Harry Sharp

From : Clifton Swanson, Head
Music Department

Subject : Response to Comments on Music Curriculum made by
Academic Senate Budget Committee in memo of 5/19/93

In spite of the good intentions of the Academic Senate Budget Committee, the information presented to the Academic Senate regarding the curricular changes and faculty staffing of the Music Department are seriously in error. It is important that the Senate have the correct facts before making any decisions.

Taking the issues raised by Dr. Carnegie in sequence:

1. The implication of Dr. Carnegie's memo is that our proposed changes will have a major impact on our staffing. In reality, the curricular changes proposed by the Music Department and passed at all levels thus far will have little or no impact on staffing. For instance, the Music Department currently teaches class piano in a format where a student can repeat a course until he/she is ready for the next level. This causes too wide a range of students and abilities in each class. Under the new system instead of offering 12 sections of class piano divided into four different levels (Mu 151, 152, 153, 154), we would offer 12 sections divided into 7 different levels in order to group students more effectively. The courses would no longer be repeatable.

Similarly, our three courses in musicianship are currently repeatable and we offer multiple sections of each level. Our proposal is to offer six discrete courses that are not repeatable, thus enabling us to group students by ability more successfully.

The only course that is a significant addition to staffing is Piano Practicum (Mu 186/386), a 1.3 WTU course that will be taught each quarter. This course is important for pianists expecting to go to graduate school.

The remaining courses are either offset by dropped courses or taught alternate years with minor effect on staffing.

2. The rest of the memo is seriously in error with regard to the staffing implications of the curricular changes, the current staffing of the department, and the suggested solution to a falsely perceived "bad situation".

Attached is an accurate summary of the staffing of the Music Department. The discrepancy can be traced to the fact that computers do not always produce accurate information in a situation where there are variables. In our case, many of our performing ensembles offer a lower division section and an upper division section of the same class

meeting at the same time. Under those circumstances a faculty member would get 3 units of credit for teaching an ensemble half of which is getting lower division credit because they are new, and the other half of which is getting upper division credit because they have been in the group for several years. The computer interprets the situation as two separate classes and gives the faculty member 6 units of credit. This is adjusted internally and with the knowledge of the Dean. In reality, our staffing is normal for any department. As you can see, the average for the year for all full-time faculty is 36.83 WTU. (not 47, or 75(l)).

With regard to the faculty member who taught 1030 SCU one quarter, the memo must be referring to Dr. Craig Russell who does, in fact, teach an enormous number of students and who has received numerous awards for his teaching. The following is a breakdown of how this was accomplished:

MU 320	Music Research & Writing	(3 WTU)	[23 students]	69 SCU
MU 120	Music Appreciation	(4.3 WTU)	[110 students]	440 SCU
MU 324	Music & Society	(3 WTU)	[173 students]	519 SCU
MU 150	Applied Music	(.6 WTU)	[2 guitar students]	2 SCU
TOTALS:		<u>10.9 WTU</u>		<u>1030 SCU</u>

It should be pointed out that he taught this number of SCU with 10.9 WTU but was given double credit for the course with 173 students. His average teaching load for the year was 13.1 WTU.

It might be further noted that Dr. Russell is secretary of the Academic Senate and has received released time for that responsibility. In light of the spirit of the memo by Dr. Carnegie, I would like to take this opportunity to point out that the responsibilities of Dr. Russell's position in the Academic Senate have been much more inequitable in terms of credit and staffing than have his responsibilities within the Music Department. If there is room for improvement the Academic Senate should perhaps check into this <grin>.

3. Dr. Carnegie's comment "The Music program contains only Music courses and GE&B courses, not a very diverse program" is very perplexing. I'm not sure if this is a budgetary issue or best discussed in another context. If he is referring to the fact that we don't offer courses in other fields, then I would have to take the position that we shouldn't be teaching courses in other fields. If he is referring to the music major curriculum, I would respond that the courses required (as in many other fields that require intensive study such as engineering) are those that are necessary and even required for accreditation. In any event, the music major curriculum allows for 18 totally free electives which the student can use to take a wide range of other courses to allow for at least some diversity.

Finally, Dr. Carnegie's estimate that it will take 3 more faculty members to bring Music Department staffing to a "normal load" is a complete (though honest) mistake. We hope that this is not a factor when considering our request for curriculum changes.

MUSIC DEPARTMENT 1992-93
SCU/WTU DISTRIBUTION

	FALL '92		WINTER '93		SPRING '93		TOTALS		AVERAGES	
FACULTY NAME	SCU	WTU	SCU	WTU	SCU	WTU	SCU	WTU	SCU	WTU
FULL-TIME										
Barata, Greg	238	16.2	282	12.6	231	12.6	751	41.4	250.3	13.8
Davies, Tom	150	14.15	152	14.3	132	12.9	434	41.35	144.6	13.78
Johnson, William V.	192	11.6	292	16.3	195	13.6	679	41.5	226.3	13.83
Lau, Fred	351	12.9	170	13.3	116	10.2	637	36.4	212.3	12.13
McLamore, Alyson	374	11.9	257	13.5	251	13.2	882	38.6	294.0	12.87
*Russell, Craig ** Acad. Senate rel. time	-0-	-0-	*1030	13.9	916	9.9 **2.4	1946	26.2	973.0	13.1
Russell, John	250	12.6	203	12.2	155	11.0	608	35.8	202.6	11.93
Swanson, Clif + adm. release time	697	8.93 +3.96	319	7.6 +3.96	200	7.9 +3.96	1216	36.31	405.3	12.10
Spiller, Terry	64	10.1	67	11.1	78	12.7	209	33.9	69.6	11.3
FT TOTALS	2316	102.34	2772	118.76	2274	110.36	7362	331.46	2778.4	114.84
FT AVERAGES		11.37		13.20		12.26		36.83		12.27
PART-TIME										
Beatie, George	-0-	-0-	-0-	-0-	153	6.0	153	6.0	51	2.0
Davies, Susan	82	4.9	88	4.9	92	4.9	262	14.7	87.3	4.9
Johnson, Keith	-0-	-0-	-0-	-0-	107	7.3	107	7.3	35.6	2.43
Applied Music	26	8.58	21	6.93	22	7.26	69	22.77	23	7.59
TOTALS	2424	115.82	2881	130.59	2648	135.82	7953	382.23	2975.3	131.76

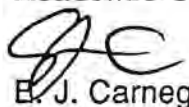
*Craig Russell (.20 assigned time - excess enrollments)

**Craig Russell (.20 release time Spr. '93 - Academic Senate)

+Clif Swanson (.33 admin. release time per quarter as Dept. Head)

Memorandum

To : Jack Wilson, Chair
Academic Senate

From : 
E. J. Carnegie, Chair
Academic Senate Budget Committee

Subject : Budget Implications from the Accounting Proposal

Date : 19 May 1993

Copies : T Bailey

Four courses are to be dropped for 104 WTUs and two courses added as electives and two courses changed for a total of 102 WTUs. The net change is a drop of two WTUs. The Budget Committee sees no change in resource needs.

RECEIVED

CAL POLY

San Luis Obispo
California 93407

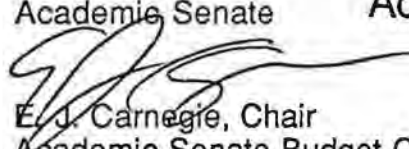
Memorandum

MAY 17 1993

To : Jack Wilson, Chair
Academic Senate **Academic Senate**

Date : 12 May 1993

Copies : T Bailey


From : 
E. J. Carnegie, Chair
Academic Senate Budget Committee

Subject : Budget Implications from the Business Administration Proposal

The proposal is to replace two existing courses with two courses. The Budget Committee sees no change in resource needs.

Memorandum

To : Jack Wilson, Chair
Academic Senate

From : 
E. J. Carnegie, Chair
Academic Senate Budget Committee

Subject : Budget Implications from the Economics Department

Date : 19 May 1993

Copies : T Bailey

The Economics proposal has some sever affects on the campus GE&B offerings and is going through change at this time. The Budget Committee will not make any recommendation at this time, but will wait until the Curriculum Committee has completed its review.

RECEIVED

CAL POLY

San Luis Obispo
California 93407

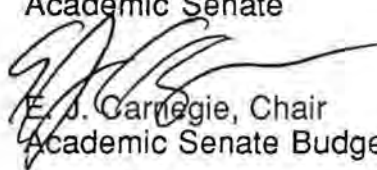
Memorandum

MAY 25 1993

Academic Senate

To : Jack Wilson, Chair
Academic Senate

Date : 12 May 1993

From :  E. J. Carnegie, Chair
Academic Senate Budget Committee

Copies : T Bailey

Subject : Budget Implications from the Industrial Technology Department

The proposal is a substantial consolidation and reduction from the existing curriculum requirements. The Budget Committee sees no increase in resource needs.

RECEIVED

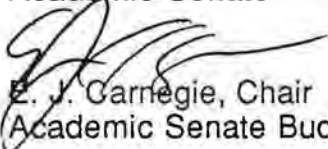
CAL POLY

San Luis Obispo
California 93407

Memorandum

MAY 25 1993

To : Jack Wilson, Chair
Academic Senate

From : 
E. J. Carnegie, Chair
Academic Senate Budget Committee

Subject : Budget Implications from the Management Department

Academic Senate

Date : 12 May 1993

Copies : T Bailey

The addition of one course is more than offset by the lowering of graduation requirements from 198 to 186 units. The Budget Committee sees no increase in resource needs.

Driv - Exec 5/27/93

Adopted:

ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California

AS- -93/
RESOLUTION ON
CHARTER CAMPUS FOR CAL POLY

Background: Due to the continuing erosion of fiscal support for higher education and the effect this has on Cal Poly's academic and support programs, consideration for restructuring the university as a charter campus is presently being investigated. A charter campus structure would allow Cal Poly more autonomy in governing its direction and resources. In view of the growing demands being placed on the state's universities, creative approaches are needed to resist the deleterious effects posed by decreasing state support and increasing state legislation. The ability of the university to respond to the fiscal crisis is restrained by the overly centralized, highly bureaucratic system under which it strives. As a charter campus, Cal Poly would remain a state-funded institution but would be relatively free from the bureaucratic constraints in the use of these funds. In addition to helping remedy the restrictions imposed by decreasing state funds, a charter campus structure could also provide opportunities to develop new and innovative ways of delivering education.

WHEREAS, The unique nature of Cal Poly's academic programs and its reputation for distinctive teaching make it an appropriate campus to consider the special opportunities provided under a charter campus structure; and

WHEREAS, Cal Poly's self-design as a charter campus ~~would~~ could allow it to enhance its excellent reputation by gaining greater control over the quality of its programs, develop new and innovative ways to promote more learning, and create less burden for its faculty and staff ~~while increasing its enrollments to meet the growing needs of the state;~~ and

WHEREAS, The desire to consider the benefits of a charter campus have been impeded by faculty concern regarding the manner in which such planning and committee selections to develop this concept have taken place; and

WHEREAS, Protection of existing employee rights and benefits has not been assured in the deliberations regarding charter campus; therefore, be it

RESOLVED: ~~That there be appropriate and substantial faculty involvement in addressing the desirability of assuming charter status, in the development of policies regarding employee relations, compensation structure, working conditions, benefits, protection of rights, collective bargaining options, as well as the development of the campus' mission statement and academic master plan as a charter campus; and, be it further~~

RESOLVED: That there be appropriate and substantial faculty involvement in developing principles that would guide the policies of a charter university including principles that would address faculty welfare issues; and, be it further

RESOLVED: That current employee rights and benefits remain in effect under a charter campus design; and, be it further

not be diminished

RESOLVED: That the charter campus model developed for Cal Poly establish its own internal governance; and, be it further

RESOLVED: That the minutes of all charter campus committees and task groups be sent on a timely basis to the Academic Senate for viewing by faculty; and, be it further

RESOLVED: That Cal Poly confer with the Academic Senate CSU in defining the concept of a charter campus throughout its deliberations; and, be it further

RESOLVED: That the decision to restructure Cal Poly to a charter campus be made only after a positive recommendation has been received from Cal Poly's Academic Senate; and, be it further

RESOLVED: If a positive recommendation has been received from the Academic Senate, that the final draft of the charter campus proposal for Cal Poly be submitted to a vote of the General Faculty and the vote be made on a section-by-section basis, each section requiring a majority of the votes before being sent to the Chancellor and Board of Trustees for approval.

RESOLVED: That nothing stated herein is intended to preclude discussions which would result in improvements of the stated resolutions.

Proposed By the Academic Senate
Executive Committee
May 20, 1993
Revised May 27, 1993

Sum - Exec 5/27/93

Adopted:

ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California

AS- -93/
RESOLUTION ON
ENGINEERING TECHNOLOGY AND ELECTRONIC ENGINEERING TECHNOLOGY

WHEREAS, The Academic Senate Executive Committee "recommends to the full Senate the receiving of the [Engineering Technology and Electronic Engineering Technology discontinuance committee] report and the endorsement of recommendation #2 of the committee's report"; therefore, be it

RESOLVED: That the Academic Senate receive the report of the Engineering Technology and Electronic Engineering Technology discontinuance committee; and, be it further

RESOLVED: That the Academic Senate ~~endorse recommendation #2 of the report of the Engineering Technology and Electronic Engineering Technology discontinuance committee as follows:~~

*RESOLVED:
That ET & EET
be retained
& be it further*

2. ^{that} If the Administration chooses not to follow the above recommendation, then it is recommended that it:

- a. Plan an orderly phase-out that allows the present students to take their required technical classes over a period of three years (Fall 1992 through Spring 1995) without undue harassment.
- b. Create a long-range course plan by June 1993 so that ET students can plan for registration.
- c. Allow students to graduate with a program that continues to meet ABET standards.
- d. Assist ET faculty in relocating to other Cal Poly departments where they are qualified to teach.
- e. In case of future program discontinuances, every effort should be made to review the program prior to announcing discontinuation.

Proposed by the Academic Senate
Executive Committee
April 27, 1993